



USAID/Education for Marginalized Children in Kenya (EMACK)

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ACRONYMS

ADL	Activities of Daily Living
AIP	Annual Implementation Plan
AIR	American Institutes for Research
AKF	Aga Khan Foundation
APDK	Association for the Physically Disabled in Kenya
CBO	Community Based Organization
COP	Chief of Party
COPDEC	Coalition for the Promotion and the Development of the Child in the Coast Region
CRSP	Coastal Rural Support Program
CRT	Community Resource Team (MRC)
CRT	Cluster Resource Teams (KENSIP)
CTC	Child to Child
DICECE	District Center for Early Childhood Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EMACK	Education for Marginalized Children in Kenya project
EQUIP1	Educational Quality Improvement Program Award 1
FPE	Free Primary Education
GoK	Government of Kenya
IGA	Income Generating Activity
KENSIP	Kenya School Improvement Program
LOU	Letter of Understanding
MOEST	Ministry of Education, Science and Technology
MoH	Ministry of Health
MP	Member of Parliament
MRC	Madrasa Resource Center
NEP	North Eastern Province
NGO	Non-Governmental Organization
PMP	Performance Monitoring Plan
SMC	School Management Committee
USAID	United States Agency for International Development
VDO	Village Development Organization

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1.0 PREAMBLE

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00014-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

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Grantee's Contact Official:

Dr. Janet L. Robb, Program Director

1000 Thomas Jefferson St NW

Washington, DC 20007

Tel: 202 298 2972 Fax: 202 944 5454

Email: jrobb@air.org

Project Chiefs of Party:

Gale Metcalf/Joel Wallach

Rebecca Freeman

Program Associate to the Chiefs of Party

P.O. Box 99870

Mombasa, Kenya 80107

Phone: +254 41 314352/312552/229997

E-mail: joelgale@akf-emack.org

2.0 EXECUTIVE SUMMARY

EMACK concentrated this quarter on documentation and formalizing systems that had been established, launching programmatic activities in the Coast, expanding operations into the North Eastern Province, recruiting and hiring additional staff and capacity building for core EMACK staff and partner staff. Staff hires in the NEP include a Program Manager, an Education Specialist, an Office Manager, two support staff and an Intern. In the Coast Province, an Intern whose time will be divided between EMACK and COPDEC was recruited. Office space for NEP was rented in Garissa town and office equipment and furnishings procured. By the end of the quarter, the office was fully functional.

Budget line items were realigned based upon ground-level programmatic realities and the delay of the project's start up in the Coast and in the NEP, and will be submitted to USAID early in the coming quarter.

Office management systems were further developed and formalized this quarter and three manuals were produced: Personnel Policies and Procedures; IT Policies and Procedures; and Financial Policies and Procedures. SCALA financial accounting software was introduced and implemented to run concurrently with Excel. Several core EMACK staff members attended training sessions in Nairobi, Uganda and Malawi on M&E, accounting and school governance this quarter.

Ramadan, the end of the school year and final examinations, and extended staff holidays in December limited in-school activities. EMACK and its partners used this time to conduct action research, develop training designs and resource materials, and plan for an aggressive program of activities beginning in January. The quarter's activity level has also allowed EMACK to spend time reflecting on activities from the year one implementation plan, making some of them more focused and realistic and revising strategies for others.

Coast Province

This quarter, EMACK launched activities in the Coast Province (component one) including: teacher training, upgrading School Management Committees (SMCs), community mobilization and awareness campaigns, special interventions for vulnerable children, the award of the first small grants in the small grant program and the development of advocacy efforts. Two new potentially ground-breaking teacher training initiatives were also introduced – coping with large lower primary classes and building tolerant pre-school classrooms.

Three new implementing partners were added to the three current partners, effectively doubling the EMACK partner base, broadening EMACK service coverage and ultimately promoting longer-term sustainability of EMACK efforts. These additions resolve the problem of limited capacity of Coast Province partners to absorb and manage new EMACK programs and expend funds. New partners include: (i) the Association for the Physically Disabled in Kenya (APDK), which provides institutional and community-based rehabilitation services to children with disabilities and their families; (ii) the District Center for Early Childhood Education (DICECE) Kwale, the MOEST department that focuses on ECD; and (iii) DICECE Mombasa.

The synergy that has emerged between the GoK DICECEs and EMACK has been very positive. DICECEs in the EMACK project area have the mandate and the staff capabilities to deliver capacity-building services to the educational system, but lacked the resources (e.g., funds for training and transport) to carry them out. EMACK is providing the resources and initial collaboration this quarter and plans for next quarter appear most promising. Partners have benefited from formal and informal workshops and seminars (e.g., in transition, tolerance building and large class size) mentoring on financial management, proposal writing and project management.

During the life of the project, approximately 150 pre-primary and 150 primary schools in urban Mombasa and rural Kwale and Kilifi districts will be targeted and an estimated 45,000 children will benefit. These numbers are a slight revision of those submitted in the 2004-05 Annual Implementation Plan, wherein 60 pre-primary and 180 primary schools were targeted. This shift reflects realities on the ground and an effort on behalf of EMACK to ensure that the support schools receive is of a quality nature. Every effort will still be made to reach all projected targets.

North Eastern Province

In the North Eastern Province (NEP) (component two), a detailed needs assessment was undertaken, requisite protocol visits at the national level made, an office established and staff hired. A Consultative Workshop was planned for January 2005 in Garissa after which program efforts will commence.

Discussions with NGOs and government officials point to the challenges given the short time frame of the project. The political, security and cultural factors of the NEP, combined with the recent drought make working with the NEP's pastoralist communities significantly more challenging than working in the Coast Province. In addition, the capacity of potential partners to handle significant project interventions and funds is reported to be limited.

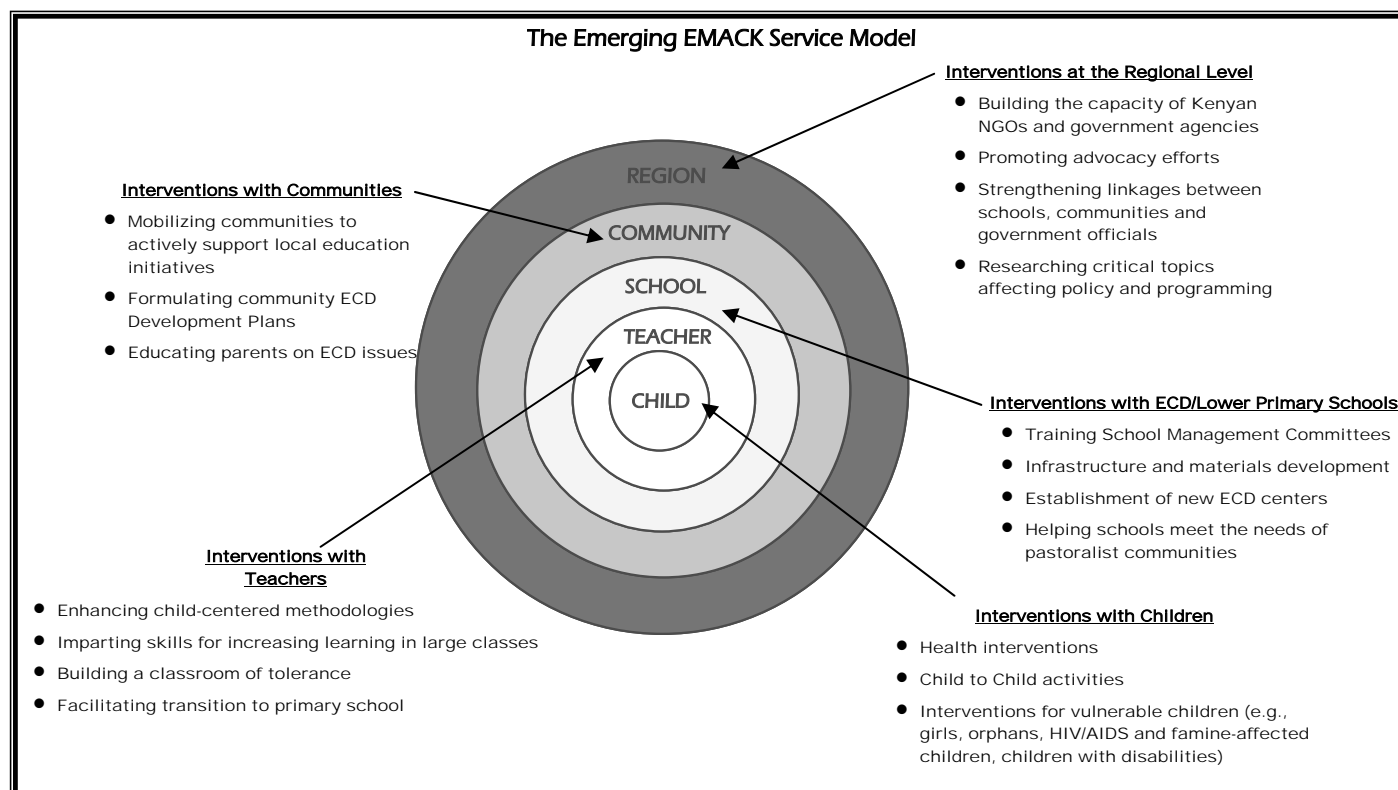
By the end of the quarter, programmatic activities had been underway for slightly more than four months in the Coast and are on track for meeting programmatic goals set for Year 1. The delivery of interventions in the NEP and the "burn rate" for budgeted funds are slower than projected however, because of start-up in mid-July and the difficulty of meeting with the Permanent Secretary of MOEST before mid-November, a USAID-mandated pre-condition for starting work in the NEP.

Emerging EMACK Vision

As EMACK engages in programmatic implementation, a clearer vision of the possibilities, realities and challenges of attempting to provide services to improve educational opportunities for marginalized children emerges. The EMACK philosophy is to:

- Support new initiatives designed to solve current pressing problems affecting the quality of education in the Coast and NEP (e.g., large class size initiative and mobile schools for pastoralists) which can provide models for replication in other parts of Kenya;

- Serve vulnerable children;
- Support ECD programming and promotes pre-school attendance, the underpinning of all future educational achievement (Head Start model);
- Support and catalyzes advocacy efforts, particularly in the area of ECD, a sector that has been adversely affected by the introduction of Free Primary Education (FPE);
- Build capacity of institutions and service providers; and
- Bring civil society (e.g., parents, CBOs and NGOs) into closer partnership with government officials.



3.0 ACTIVITIES

Component One: The Coast Province

A. Sub-objective 1: Develop community capacity to support effective educational programming for the target population.

This quarter, EMACK and its implementing partners continued and expanded efforts to strengthen community capacity by providing SMC training, parent education and health and child rights campaigns. The individual activities of each partner taken together, knit a fabric of community ability and stimulate community interest in effective educational programming in the areas where they work.

Community Mobilization and Awareness Raising

With support from EMACK, CRSP successfully worked with ten communities in Kwal (9) and Kilifi (1) districts to complete school development plans this quarter. The process facilitated local stakeholders to take ownership of early childhood education efforts in their community and to map a specific plan of action. Four hundred and forty-seven community members actively participated in the planning sessions along with representatives from MOEST, the Ministry of Water and the Ministry of Agriculture. To date, 17 of the 28 CRSP-targeted ECD centers have completed their school development plans and, with support from CRSP, have begun implementation.

On November 20th, a Universal Children's Day event was organized by KENSIP, with EMACK support, at Mariakani Primary School in Kwale District. One-hundred and twenty children from four area pre-schools and from Mariakani Primary School participated in singing, games, and poem recitations and learned about issues such as nutrition and HIV/AIDS.

Another Universal Children's Day event was organized, with support from EMACK, by the Coalition for the Promotion and Development of the Child in the Coast Region (COPDEC) and CRSP, at Ndohivyo Primary School in Samburu Division of Kwale District to raise awareness among children, adults, government officials, and NGOs of the rights of the child. School children presented skits, poems and songs addressing issues of children's rights, gender equality and HIV/AIDS prevention adapted to the local context. NGOs and government departments created exhibits to highlight their current ECD work. An all-girls football competition – a rare occurrence in the area – was also held. As part of the event, 1,021 children received free health treatment from the MoH for conditions such as worms and malaria. Others received Vitamin A supplements and participated in growth monitoring, also conducted by MoH staff. Over 3,000 community members from Kwale and Kilifi districts, representatives from APDK, World Vision, UNICEF, Plan Kenya-Kilifi, Government Ministries (Health, Education, Social Services) and Members of Parliament attended.

Box 1: INFLUENCING POLICY

As the first event of its kind in the area, Universal Children's Day's messages about children's rights and the importance of parental involvement in ECD reached far beyond attendees and beneficiaries of the range of health and education services offered that day. Government officials and community leaders learned about children's issues and of the importance of bringing them to the policy debate. Members of Parliament (MPs) from Malindi and Kinango constituencies were in attendance. Near the end of the day, Mr. Lucas Maitha, MP for Malindi remarked on his greater awareness of children's issues. He voiced concern that the government has ignored ECD issues and that Kenya has no ECD policy, of particular concern since FPE. He expressed an interest in being further educated and pledged to be more of a "champion" for ECD issues in Parliament. He congratulated the organizers for providing an excellent opportunity for mass education on issues that affect children and requested that similar mass campaigns be held in other areas.

Finally, during the quarter, in close collaboration with the MoH, CRSP provided free health services such as de-worming and Vitamin A supplementation to 744 vulnerable children in 14 CRSP-targeted ECD centers in Kwale District and also provided parent education.

Parent/Community Seminars on Child Development and Parenting

This quarter, with support from EMACK, CRSP carried out two interventions to make parents and community members more aware of their young children's health and education needs and equipping them to respond more effectively. One session with 52 parents and community members addressed the importance of ECD and how participants could take the initiative to promote ECD within their family and the wider community. Second, at the CRSP community health campaigns in 14 ECD centers, Five hundred and nine parents participated in education sessions on how to identify, treat, prevent and control common, deadly ailments such as malaria, worms, and bilharzias.

SMC Training

With EMACK support, MRC, KENSIP and CRSP provided training to 72 members of 22 pre-school and primary school SMCs in Kwale (16), Kilifi (3) and Mombasa (3). KENSIP and CRSP, SMC members and MOEST officials designed a pre-school and primary school SMC training manual on effective school management which emphasizes the needs of pre-school and lower primary school children. CRSP subsequently conducted two training sessions for 35 SMC members, two primary school heads, and nine Village Development Organization (VDO) members from 14 communities in Kwale District to increase their capacity to carry out administrative functions, to ensure that they are aware of their responsibilities, and to train them in financial management, a prerequisite for applying to the EMACK small grants program. The SMC manual was tested at the training and will be revised per trainer and participant observations/suggestions for production/distribution.

MRC was also active in its efforts to build the capacity of pre-school SMCs this quarter. A total of 45 SMC members from five EMACK-supported MRC pre-schools in Kwale District participated in a two-day workshop as part of their ongoing two-year MRC training. SMC members were introduced to school financial and administrative record keeping. MRC also

trained 38 new SMC members from eight existing MRC schools in Kwale (5) and Mombasa (3) on financial and administrative school management.

In November, MRC organized a one-day study tour to CRSP communities for 16 MRC pre-school SMCs in Kwale (11), Kilifi (3) and Mombasa (2), each sending three members. The group visited a farm water reservoir, a water pipeline extension, a goat keeping project and a bee keeping project to see and discuss viable community-owned Income Generating Activities (IGAs) that they could replicate in their schools/communities to sustain their pre-schools. The tour was an opportunity for exposure, to exchange ideas about potential IGAs, and to get a sense of the skills and level of commitment needed to successfully carry out these types of projects. SMC members reported that the event was motivating and requested future tours. Participants pledged to return to their respective SMCs to share their experience and information and to explore the possibility of implementing similar sustainable projects in their communities.

Small Grants for SMC Capacity Development

Five of 15 quick-impact grants targeted for this year were awarded this quarter. During training, EMACK partners oriented the SMCs to the requirements of the EMACK small grants program. To date, CRSP has awarded four small grants; MRC has received three grant proposals and awarded one, and eight MRC pre-schools have identified needs including classroom renovation, repair and/or purchase of playground equipment and toilet construction.

Training Community Resource Teams

CRT members help strengthen community engagement in pre-schools by serving as a bridge between the school and the community and by providing support and education to parents. During the quarter, MRC trained 54 Community Resource Team (CRT) members in basic skills in conflict resolution and mediation. CRTs will use their mediation skills to resolve disagreements and to promote better understanding of the role, purpose and functioning of their MRC-supported pre-schools.

Ongoing Commitment to Communities

Follow-up is essential for ensuring that ideas and skills introduced during EMACK-funded training are used. MRC provides weekly on-site support to its SMCs for two full years after community contracts are signed to mentor, support SMC members to carry out the activities that were agreed upon. This quarter, MRC provided this type of on-site support to the SMCs of the five new EMACK-supported pre-schools in Kwale District. This commitment continues beyond the two-year contract as evidenced by the special attention MRC pays to SMCs from existing MRC pre-schools identified as underperforming. MRC held 27 meetings with 11 such SMCs this quarter providing a forum through which the factors negatively impacting the functioning of the SMCs were identified and next steps determined. Where SMCs needed more training or guidance, it was provided.

B. Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized children.

MOEST was involved as an integral partner in many EMACK training sessions, workshops and other activities this quarter: the EMACK workshop on transition, KENSIP's two workshops on large class size, CRSP's community awareness and school development planning sessions, CRSP's health campaigns, KENSIP and CRSP/COPDEC's Universal Children's Day events, COPDEC's research on the impact of FPE on ECD, and COPDEC's strategic planning meetings. DICECE participated actively in the development and testing KENSIP and CRSP's SMC training manual which DICECE Kwale and Kilifi plan to adopt when finalized. CRSP held four briefing meetings with MoH and DICECE in Kwale and Kilifi to obtain input on and garner active support for present and future interventions.

Further, EMACK expanded its base of implementing partners this quarter to include DICECE Kwale and DICECE Mombasa, as well as APDK. This addition makes government agencies an integral part of EMACK activities and broadens the potential of NGO–MOEST collaboration for the future. Both DICECEs began implementing five-week teacher training courses this quarter and finalized plans for an expanded role with EMACK in the next quarter, including SMC training, low cost/no cost materials development training, teacher refresher training, participation in the large class size initiative and involvement in the EMACK small grants program to improve school infrastructure and/or the provision of teaching/learning resource materials.

C. Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.

EMACK activities to support teachers to better attend to the needs of marginalized children reached 113 pre-school teachers, 39 primary school teachers and 49 *maalims* (Koranic teachers) this quarter who participated in training courses, workshops and on-site training and support and curriculum development. Topics included child-centered teaching methodologies, initiating and running Child-to-Child (CTC) educational activities, promoting children's successful transition to primary school, identifying and addressing children with learning disabilities in the classroom, and curriculum development to increase learning in large classes and to promote a climate of tolerance.

Promoting Child-Centered Pedagogy

This quarter, with support from EMACK, 39 previously untrained pre-school teachers completed the first three weeks of a five-week course on child-friendly teaching methodologies conducted by DICECE. Eleven teachers came from nine CRSP-targeted pre-schools in Kwale (6) and Kilifi (3), ten from seven KENSIP-targeted pre-schools in Kwale, and 18 from 14 pre-schools located in a poor section of urban Mombasa targeted by DICECE Mombasa. The final two weeks of training are scheduled for April and teachers will receive a course completion certificate. DICECE will provide follow-up support to participants. MRC continued training and weekly on-site follow-up visits with the 13 teachers from the five new EMACK-supported pre-schools.

In November, MRC held a two-day training workshop for 49 Madrasa *maalims*, Islamic religious educators, from Kwale District to equip them with skills and teaching methods to make learning easier and more enjoyable for children and to give them a better understanding of child psychology. Topics included developing schemes of work, planning lessons, early childhood development, creating a supportive learning environment, and giving effective feedback to students. The *maalims* indicated that before training they did not plan lessons carefully, if at all, rather making mental notes and going to class to teach. At the completion of the training, they indicated their appreciation for learning about schemes of work and lesson planning, and hoped that these tools would focus their lessons and make them more interesting for the children. Training these important community gatekeepers should help conservative communities to better understand and accept ECD.

Box 2: EMACK INITIATIVE: COPING WITH LARGE CLASS SIZE

Free Primary Education has flooded Kenya's classrooms with primary school pupils. New classroom construction is limited and the overall number of teachers employed is not growing apace. In October 2004, EMACK supported a survey of average class size in Mombasa and Kwale schools: 68 students in Standard 3, 85 in Standard 2 and 90 in Standard 1. Some classes had as many as 150 students. Limited resources (e.g., one textbook per 20 students in some schools), and sub-standard infrastructure leave teachers feeling overwhelmed and unable to effectively meet student needs.

In response, EMACK commissioned a study through KENSIP to explore how teachers cope with large class size, their needs, and what might help them to teach more effectively in this context. Findings were presented to a cross-section of GoK officials, teachers and KENSIP staff, and a workshop held to outline a path forward. Improving teachers' skills, particularly in group learning techniques and other approaches helping them to promote active, participatory learning in large classes would be helpful. Providing additional ideas on assessment, discipline in large classes and developing no/low cost teaching and learning materials would also make a difference. In December, a teacher resource guide was developed for teachers and trainers conducting in-service training in these areas.

KENSIP conducted a five-day Child to Child (CTC) workshop for 9 pre-school and 17 primary school teachers in Kwale and Mombasa. In the CTC "peer teaching" approach, children promote their own health and education and that of their families and fellow community members through educational activities. The workshop sought to give teachers the skills to initiate CTC activities in their schools. In the new school year, thematic clubs will be created and children will engage in activities focused initially on disabilities, nutrition and transition to primary school.

Assisting Vulnerable Children in the Classroom

This quarter, an EMACK-supported MRC training on reaching vulnerable children with learning and behavioral difficulties was carried out with 22 teachers from 11 pre-schools to introduce common learning disabilities, including dyslexia and dysgraphia. The workshop gave participating teachers tools for identifying and addressing these disabilities in the classroom.

Box 3: EMACK INITIATIVE: BUILDING A CLASSROOM OF TOLERANCE

Research shows that two-year olds are already beginning to identify and classify people and the environment around them and to assimilate social norms and interpret differences. Concepts of community and friendship and the ability to empathize are also forming. This is a critical time for promoting tolerance. A classroom culture of tolerance helps to ensure that the needs of vulnerable children are met and that all learners are appreciated. This EMACK initiative grew out of interest in meeting the needs of vulnerable children but has broader implications in today's Kenya of tribal, ethnic, religious and economic differences. Helping young children to see "differences as neither good nor bad, just as different", could help promote social tolerance writ large.

EMACK is supporting MRC to develop and test tools to help teachers promote tolerance in the classroom, a natural extension of its own and AKF's efforts to appreciate and promote pluralism. With the assistance of an EMACK facilitator, MRC identified and prioritized four themes that it would like to explore in its classrooms: disabilities, individual differences, learning differences and physical illness (including children affected by HIV/AIDS).

In November, an EMACK consultant oriented MRC training and programming staff on tolerance and anti-bias concepts, a classroom observation tool was created, approaches to teacher training were discussed and activities and resources for each theme were identified. Resource kits will be developed and a training design prepared for the next teacher refresher training.

Finally, this quarter EMACK worked with APDK to develop plans to provide sensitization and other training for teachers and caregivers to facilitate integration of primary school students with disabilities into the classroom. Areas of intervention will include: 1) teacher sensitization to promote basic awareness of issues that children with disabilities face at school; 2) teacher training on children with disabilities and methodologies to allow these students to actively participate in the classroom; 3) introduction of teachers to an activity that they can conduct with their students to reduce stigma towards disabilities in the classroom; and 4) training house mothers in special schools on improved daily care for children with disabilities and activities of daily living (ADL). These students can become more independent (i.e. dress and feed themselves, use assistive devices).

Facilitating a Smooth Transition to Primary School

In October, CRSP conducted teacher training promoting transition from home or pre-school to primary school. Fifty-six teachers and educational leaders from 15 primary schools (12 in Kwale and 3 in Kilifi districts) and from 20 ECD centers in Kwale (16) and Kilifi (4) districts that serve as feeder schools to these primary schools. The training addressed issues affecting transition, and participants developed strategies to address them.

Ongoing Support to Teachers Trained

Discrete teacher training events are important particularly in an environment where in-service training is almost non-existent; follow-up support and mentoring are critical to ensure that the lessons learned reach the classroom. All partners take responsibility for follow-up very seriously. MRC follows up with its newly trained pre-school teachers with weekly classroom visits for 40 weeks. KENSIP works through members of the Cluster Resource

Teams (CRTs) in all the schools where it works to promote regular and consistent mentoring and support to upgrade teachers' capacity. DICECE conducts regular monthly school visits for support and mentoring following its five-week training.

D. Sub-objective 4: Maximize project impact by sharing lessons learned, creating opportunities for replication, and improving the capacity of partner personnel

Advocacy Efforts

EMACK's support of COPDEC, the newly-formed coalition that brings together diverse NGOs, CBOs and government officials dedicated to the welfare of the child, has continued and expanded this quarter. The Coalition successfully developed a three-year strategic plan and has begun implementing an aggressive program of information and resource sharing, policy and advocacy efforts around issues related to ECD, and capacity building activities for ECD stakeholders in the Coast Province.

This quarter, EMACK supported COPDEC in carrying out an action research study, The Impact of the Declaration of Free Primary Education on Early Childhood Development in the Coast Region, the findings of which will be discussed in an EMACK-supported public forum next quarter. EMACK also provided support to COPDEC in coordinating the Universal Children's Day in Samburu. EMACK has committed to hire an intern for six months beginning in January whose time will be divided between COPDEC and EMACK. EMACK also provided support to COPDEC during the quarter with office meeting space and EMACK Core Team staff time.

Building EMACK Partner Capacity

In October, EMACK organized a two-day workshop on transition for KENSIP, CRSP, MRC and MOEST officials. The workshop was facilitated by Dr. Lorie Brush, AIR technical consultant to the project. Participants were introduced to factors that effect transition from home to primary school and pre-school to primary school, and what educators and community members can do to facilitate the process. EMACK partners reported that the workshop will be useful for informing future interventions that promote smooth transition at critical points in a young child's education.

In November, EMACK coordinated a four-day workshop for MRC staff members on tolerance and anti-bias concepts, and to help MRC address and integrate tolerance and anti-bias issues into its current program. (See Objective 3).

EMACK provided one-on-one mentoring to partners on financial management, proposal writing and project development this quarter. There is greater evidence that, with EMACK support and encouragement, partner organizations and GoK officials are sharing their resources and ideas to achieve common goals.

Component Two: The North Eastern Province

Project implementation began only after a meeting with the Permanent Secretary of MOEST facilitated by USAID. The meeting Permanent Secretary and his senior staff in mid-November paved the way for opening and staffing an office and planning for a January 2005 NEP

Consultative Workshop chaired by MOEST to determine programmatic interventions. In the interim, a consultant conducted a rapid needs assessment of the unique educational issues and challenges in the province, identifying potential partners and possible areas of programmatic intervention. Project staff were hired and an office was set up in Garissa. Local and international NGOs (e.g., UNICEF, Arid Lands, Nomadic, CARE, and World Vision) were consulted on issues around, and opportunities for, programming in the NEP. Pending further on-the-ground needs assessments and the recommendations emerging from the January Consultative Workshop, several potential programmatic focus areas were identified this quarter.

1. Interventions with pastoralist communities to introduce ECD programming through the *dugsi* (Koranic) system, with a special emphasis on child-centered learning, health interventions and preparation for primary school;
2. Upgrading lower primary and pre-schools for sedentary communities to be defined after consultative meeting:
 - a. Train SMCs; build teacher capacity in child-centered methodologies
 - b. Develop infrastructure (e.g., classroom refurbishment, latrines)
 - c. Train teachers and parents on facilitating smooth transition to primary school;
3. Advocate on ECD and lower primary school issues at the local, district and provincial levels; and
4. Coordinate and build capacity of government and NGOs working in ECD.

4.0 SPECIFIC IMPROVEMENTS: Plans for the next quarter

FOCUS	EMACK PARTNER	INTERVENTION
Sub-objective 1: Develop community capacity to support effective educational programming for the target population		
COMMUNITY MOBILIZATION; COMMUNITY/ PARENT EDUCATION	CRSP	<ul style="list-style-type: none"> • Train 40 community parent educators in 25 communities on educational activities
	MRC	<ul style="list-style-type: none"> • Train 60 Community Resource Team members on community mobilization and education skills • Conduct parent education: Day-long workshops for 400 parents on child development
SMC TRAINING	KENSIP	<ul style="list-style-type: none"> • Train 120 SMC members
	CRSP	<ul style="list-style-type: none"> • Train 30 SMC members
	MRC	<ul style="list-style-type: none"> • Initial training, 25 SMC members to be trained • Refresher training, 245 SMC members • Weekly support to SMCs • SMC exchange visits

SMALL GRANTS	MRC/CRSP /KENSIP	<ul style="list-style-type: none"> Award 15-20 new grants
	DICECE	<ul style="list-style-type: none"> Develop “fast track” small grants program
HEALTH INTERVENTIONS	CRSP	<ul style="list-style-type: none"> Continue MoH collaboration on health campaigns targeting children at 14 pre-schools.
Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized children.		
SMC TRAINING	DICECE	<ul style="list-style-type: none"> 50 SMC members to be trained
SMALL GRANTS	DICECE	<ul style="list-style-type: none"> Develop “fast track” small grants program
CHILD-CENTERED TEACHER TRAINING	DICECE	<ul style="list-style-type: none"> One-week refresher training for 40 pre-school teachers One-week low/no cost teaching materials workshop for 60 primary school teachers (2 workshops)
LARGE CLASS SIZE INITIATIVE	DICECE	<ul style="list-style-type: none"> Explore alternative delivery model within existing GoK systems to address large class size
Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development		
TRANSITION	MRC	<ul style="list-style-type: none"> Activities to facilitate home to pre-school transition at 15 ECD centers
	KENSIP	<ul style="list-style-type: none"> Transition training for 75 pre- and primary school teachers Sensitize 38 SMC members on pre-school to primary school transition
VULNERABLE CHILDREN	KENSIP	<ul style="list-style-type: none"> Workshop on learning needs of vulnerable children for 30 teachers and education officials
	MRC	<ul style="list-style-type: none"> Workshop for 33 teachers on identifying and caring for children with learning and behavioral problems
	APDK	<ul style="list-style-type: none"> Develop training design for 100 teachers on assisting students with physical disabilities to transition from rehabilitation to community schools Conduct house mother training for 40 staff of residential schools for children with disabilities
	MRC	<ul style="list-style-type: none"> Design curriculum and resource kits for MRC teacher refresher training (May)
	APDK	<ul style="list-style-type: none"> Develop teaching module to promote acceptance of pupils with disabilities for lower primary school teachers
Building a classroom of tolerance initiative		
CHILD-CENTERED	KENSIP	<ul style="list-style-type: none"> Mentor and support primary school teachers through Cluster Resource Teams of MOEST

TEACHER TRAINING	KENSIP/ CRSP/ DICECE	<ul style="list-style-type: none"> • Conduct second half of 5 week ECD teacher training for 39 pre-school teachers (2 workshops)
	MRC	<ul style="list-style-type: none"> • Twice-weekly training for 15 new ECD teachers • Train and support 25 <i>maalims</i> (religious educators) on child-centered teaching methodologies
LARGE CLASS SIZE INITIATIVE	KENSIP	<ul style="list-style-type: none"> • Develop training design and pilot intervention in 10-12 schools, follow-up support with teachers
HEALTH INTERVENTIONS	KENSIP	<ul style="list-style-type: none"> • Develop Child-to-Child Health Clubs in 10 primary schools
Sub-objective 4: Maximize project impact by sharing lessons learned, creating opportunities for replication, and improving the capacity of partner personnel.		
ADVOCACY AND PUBLIC AWARENESS	COPDEC	<ul style="list-style-type: none"> • Host public forums on findings from research on the impact of FPE on ECD • Begin series of public debates on issues of concern on ECD • Promote development of ECD Division plans • Explore opportunities to promote ECD through media (TV, radio)

Annex 1: EMACK Project Monitoring Plan Results Framework

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Interim Target (end of Yr. 1)	Actual (July-September 2004)	Actual (October-December 2004)	Cumulative progress so far(July-December 2004)
SUB IR 1A: Increased community member and district official involvement in pre-schools/primary schools	More parents and community leaders are participating in ECD activities with district officials (MOEST and HEALTH) e.g. attending education programs, planning interventions and networking for advocacy purposes.	CRSP - Attendance records on parents, MOEST & health officials meetings & networking meetings; CRSP- ECD development plans; MRC - attendance records on parent education workshops/meetings	15 district officials meet with 100 parents and community leaders.	-	20 Government officials involved with 1065 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.	20 Government officials involved with 1065 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.
			20 sessions (500 participants) of parent education workshops conducted.	-	15 sessions for 561 participants (172 males and 389 females) conducted in 14 pre-schools.	15 sessions for 561 participants (172 males and 389 females) conducted in 14 pre-schools.
			14 ECD Center Development Plans prepared and implementation started.	Preparation of 7 ECD Center Development Plans initiated. 231 community members -69 males and 162 females- involved.	10 school development plans completed and implementation started. 447 community members - 154 males and 293 females involved.	17 school development plans completed and implementation started. 678 community members - 223 males and 455 females involved.
			One network of district officials and NGO's formed.	One network of district officials and NGO's formed and launched (36 participants - 25 males and 11 females - of which 12 were GoK Officials)	Office bearers elected, research on Impact of FPE on ECD in Coast Province conducted and 3 yr strategic plan developed	One network of district officials and NGO's formed and launched. 36 participants - 25 males and 11 females - of which 12 were GoK Officials. Office bearers elected research on Impact of FPE on ECD in Coast Province conducted and 3 yr strategic plan developed.

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Interim Target (end of Yr. 1)	Actual (July-September 2004)	Actual (October-December 2004)	Cumulative progress so far(July-December 2004)
SUB IR 1B: Strengthen school management committees	SMCs exhibit enhanced management skills on at least one functional area identified in the SMC functionality assessment checklist (e.g. keeping up to date records, holding regular meetings, maintaining school physical facilities, mobilizing resources and holding regular meetings with parents).	Partners records on SMC functionality based on pre and post training functionality assessment checklist; SMC final grant reports	30 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist.	16 SMC's (54 members - 22 males and 32 females) trained. Of these, there were 5 new SMC's from 5 pre schools trained (37 members-16 males, 21 females); 11 SMC's from 11 existing schools (17 members - 6 males, 11 females)	22 SMC's (72 members - 40 males and 32 females) trained from 14 existing pre-schools and 7 primary schools. SMC functionality will be assessed next quarter.	38 SMC's (126 members-62 males and 64 females) trained. Of these, were 5 new SMC's from 5 pre schools and 33 SMC's from 33 existing pre-schools and 7 primary schools. .
			15 SMCs develop approved plans and budgets for small grant awards.	-	5 SMC's developed approved plans and budgets for which small grants were awarded.	5 SMC's developed approved plans and budgets for which small grants were awarded.
			10 grants completed in prescribed time-frame with grant objectives achieved.	-	-	-
SUB IR 2A: Increased number of pre-school/lower primary teachers adopting practices to promote child-centered teaching methodologies.	During each observed lesson, teachers demonstrate at least one child-centered approach (e.g. interactive learning & active learning) learned during training, mentoring and follow-up activities.	Partners' training attendance records; Partners' lesson observation reports using detailed observation protocols.	200 teachers from 50 pre-schools, 19 primary schools and 30 Islamic religious schools trained.	14 female teachers from 5 pre-schools trained.	114 teachers (34 males and 80 females) trained. From 39 pre-schools, 17 primary schools and 1 Islamic training institute.	128 teachers (34 males and 94 females) from 53 pre-schools, 17 primary schools and 1 Islamic training institute.
			130 teachers (65% of those trained) utilizing at least one child-centered approach in each observed lesson.	-	-	To be evaluated next quarter.
SUB IR 2B: Increased number of pre-school and lower primary teachers adopting	Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to primary school (e.g. child friendly interviews;	Partners' training attendance records; Teachers' supervisors'/project officers' reports about observations of how teachers are using transition strategies, as	300 teachers from 39 pre-schools and 75 primary schools trained on transition strategies	155 teachers (64 males, 91 females) from 30 primary schools trained on transition strategies.	52 teachers (28 males and 24 females from 20 pre-schools and 15 primary schools trained on transition strategies.	207 teachers (92 males, 115 females) from 20 pre-schools and 45 primary schools trained on transition strategies.

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Interim Target (end of Yr. 1)	Actual (July-September 2004)	Actual (October-December 2004)	Cumulative progress so far(July-December 2004)
strategies to better address issues of transition from pre-school to primary school.	orientation visits by both child and parent; classroom re-arrangement; availability of interactive learning materials) developed through training and follow-up activities. Teachers utilizing at least one strategy presented in their training as evidence of this knowledge.	outlined in teachers' training action plans and follow-up activities.	200 teachers (67% of those trained) utilizing at least one strategy presented in their training as evidence of this knowledge.	-	-	To be evaluated next quarter.
SUB IR 2C: Increased number of pre-school and lower primary teachers adopting strategies to better address issues related to vulnerable children.	Teachers exhibit knowledge of strategies to address issues relating to vulnerable children (e.g. modifications of teaching materials and/or approaches; organization of health interventions such as de-worming, vitamin A supplementation and immunization) developed through training and follow-up activities. Teachers implement at least one strategy for addressing issues relating to vulnerable children as outlined in their training action plans/follow-up activities.	Partners' training attendance records; school records of numbers of children participating in health interventions (e.g. de-worming, Vitamin A supplementation, immunization) at and through pre-schools; Teachers' supervisors/project officers' reports that observe the number of teachers who have modified their teaching materials and/or approaches to address issues related to vulnerable children.	200 teachers from 40 pre-schools and 19 primary schools trained on issues of vulnerable children	66 female teachers from 49 pre-schools trained.	22 female teachers from 11 pre-schools trained.	66 female teachers from 49 pre-schools trained.
			130 teachers (65% of those trained) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.	-	-	To be evaluated next quarter.
			100 children participating in health interventions.	-	1765 children (856 boys and 909 girls) participated in health interventions.	1765 children (856 boys and 909 girls) participated in health interventions.

Annex 2: Chronology of EMACK Project

Early May, 2004	Grant agreement signed between USAID and AIR
Late June, 2004	Sub-grant agreement signed between AIR and AKF/USA
Early July, 2004	COPs arrive in Mombasa
July-August, 2004	<ul style="list-style-type: none"> • EMACK office established • Core staff recruited • Financial and management systems set up • AIP and PMP submitted through AIR to USAID • LOUs developed and signed with AKF Partners (MRC, CRSP, KENSIP)
September, 2004	Programmatic activities begun in the Coast with AKF Partners
Mid-November, 2004	<ul style="list-style-type: none"> • Meeting with Permanent Secretary of MOEST facilitated by USAID (precursor to establishing a presence in the North Eastern Province) • Initiation of small grants program on Coast
December, 2004	<ul style="list-style-type: none"> • Establishment of EMACK office in NEP • Hiring of staff for NEP • Addition of new Coast partners (APDK,DICECE)
Mid-January, 2005	Consultative workshop with government officials, NGOs, stakeholders (precursor to initiation of program activities in the NEP)

Annex 3: Preliminary Findings for the North Eastern Province

Progress was achieved in the final quarter of 2004 in developing a set of activities for the North Eastern Province. In particular, a rapid needs assessment and formulation of recommendations for program areas was completed by an EMACK consultant. Discussions of the major challenges and province statistics are included below.

Anticipated Challenges:

Three significant challenges are consistently mentioned in discussions with NGOs and government officials as likely to affect the success of the project in the province. They include:

- **Short time frame of the project:** With only slightly more than 15 months of potential implementation time, it is highly unlikely that substantive results on the ground will be achieved. Nonetheless, EMACK programs can point the way towards possible successful interventions.
- **The absorptive capacity of potential partners** to handle significant project interventions is reportedly low. This will, perforce, limit how much can be done in a short period of time.
- **Difficult environment:** Given the political, security and cultural factors of the NEP, combined with the recent drought, working with the pastoralist communities will be more difficult than EMACK's current work in the Coast. With an area of 126,902 square kilometers, the NEP presents an enormous geographic challenge. The statistics below from the *North Eastern Provincial Strategic Plan (2002)* produced by the MOEST give a sense of the scope and scale of the present education system.

Provincial Population:

	BOYS	GIRLS	TOTAL
Ages 3-5	61,138	55,765	116,903
Ages 6-14	171,687	147,344	319,031

Provincial Educational Institutions:

	NO. OF SCHOOLS	BOYS	GIRLS	TOTAL
Pre-primary	245	7,149	4,506	11,655
Primary	220	34,159	15,789	49,948
Sec. schools	25	4,054	1,586	5,640
Special schools	3	166	98	264

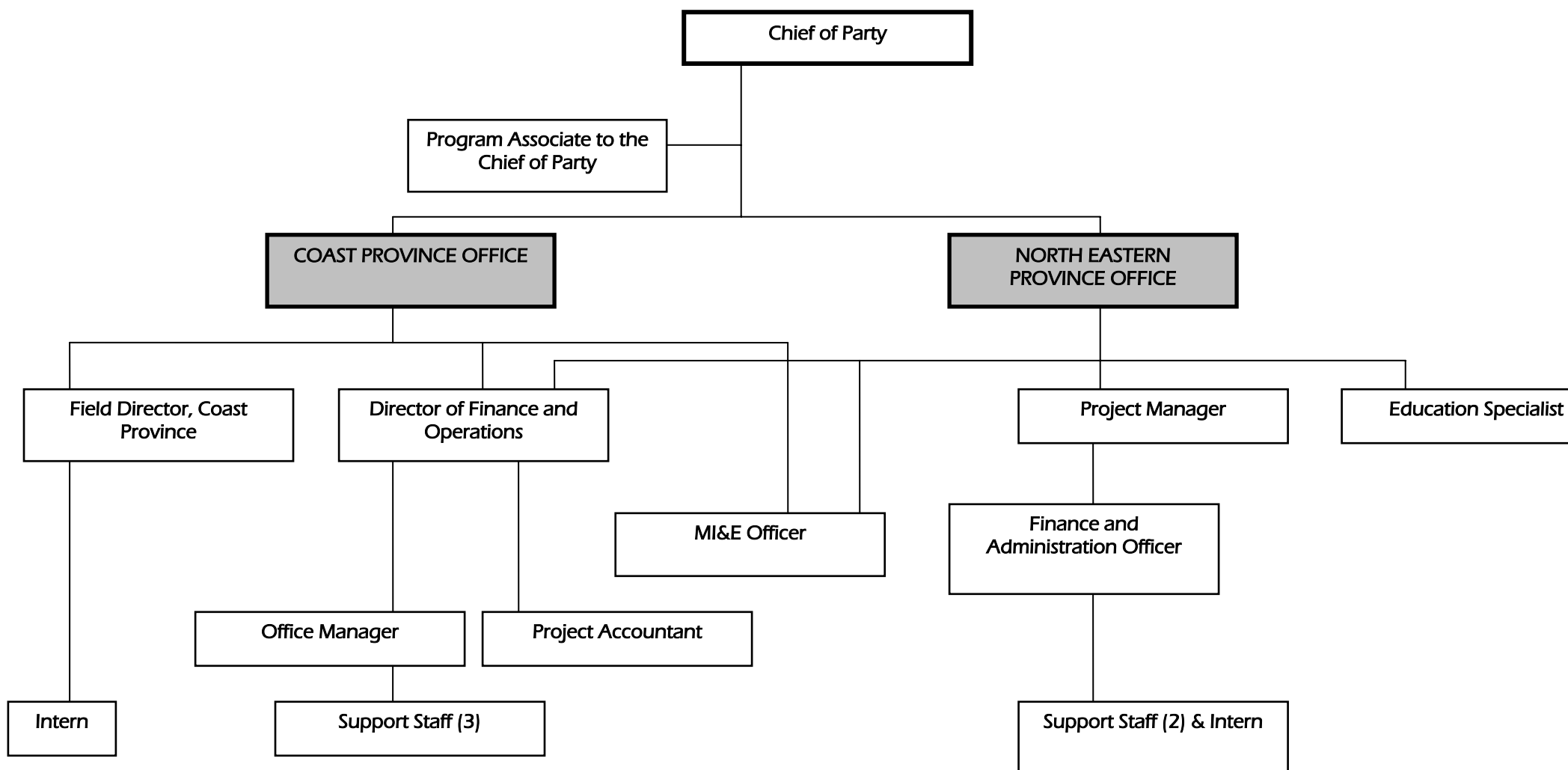
Garissa District Educational Institutions:

	NO. OF SCHOOLS	BOYS	GIRLS	TOTAL
Pre-primary	51	1,964	1,388	3,352
Primary	48	8,332	3,988	12,330

Gross Provincial Enrollment Rates (percentage):

	BOYS	GIRLS	TOTAL
Pre-primary	11.76	8.08	10.08
Primary	19.89	10.71	15.65
Sec. schools	5.47	2.67	4.22

Annex 4: EMACK Core Team Organization Chart



Annex 5: Success Story- Universal Children's Day – Ndohivyo Primary School Samburu

Over three-thousand parents and children attended an EMACK-sponsored Universal Children's Day event at Ndohivyo Primary School in Samburu Division of Kwale District. Coordinated by the Coalition for the Promotion and Development of the Child in the Coast Region (COPDEC) and the Coastal Rural Support Program (CRSP), the event commemorated the 50th anniversary of the UN adoption of the Convention on the Rights of the Child.

"A community fit for children", the official theme this year, was expanded: "A community fit for children supports early childhood development" or *Jamii inayojali watoto huendeleza maslahi yao* in Kiswahili. Free primary education in Kenya starts at grade one. Few parents regard early childhood development as important, and therefore they do not send their children to pre-school. Universal Children's Day presented an opportunity for EMACK and its partners to educate parents and community members on the importance of early childhood development, and to reinforce that pre-school is a universal right.

A host of NGOs participated to make the day a success. The Association for the Physically Disabled in Kenya (APDK), PLAN Kenya, UNICEF and World Vision, officials from the Ministry of Education, Science and Technology (MOEST), the Ministry of Health and the Ministry of Social Services, as well as Members of Parliament (MPs) from Malindi and Kinango. Two primary school children acted as Masters' of Ceremonies and two others were designated as Guests of Honor.

All-girls football teams from Ndohivyo and Chengoni Primary Schools played each other, a rare and special event in a country where football is not thought of as a game for girls. The enthusiastic crowd of fellow students and community members cheered the girls on during the hotly contested match. Players were beaming, clearly proud that they were breaking new ground.

A line of mothers waited with their children to receive free health services. The line stretched the length of the school courtyard. Three nurses, a public health technician and a public health officer were onsite. Five hundred and ninety children were de-wormed, two hundred and thirty-three children were treated for malaria, and one hundred ninety-eight children were treated for upper respiratory tract infection. APDK examined children suspected of having a physical disability and three children were identified for treatment and follow-up.

School children voiced their concerns and ideas about their rights through poems, skits, dances and songs. One poem, presented by seven young girls from Ganze Primary School in Kilifi District was entitled "A Girl Yes, But Born to Lead" and talked about the importance of education for young women.

A Girl Yes, But Born to Lead
Written by: Janet Chelangat Chepkwony

It was dawn; my mother was in pain
A pain with a blessing.
Then the time came (cry)
A cry was heard
“It’s a baby girl” the mid-wife said,
My mother smiled, a peaceful smile
Coz she know I was born to lead.

My mother was happy,
She knew she had a helper, a substitute,
To wash the dishes; to cook the meals,
To fetch water, firewood and everything,
Everything a woman should
And for this she thought, I was born to lead.

My father was excited; he could be seen daydreaming,
Counting the number of cows he would get,
He saw me in terms of bride price,
“I am now a man, I have a daughter, who is man enough to come for my daughter?”
He could be heard, singing from his drinking spree
Not knowing that, I was born to lead.

Years passed and I turned six.
My age mates were now going to school,
“Can I go to school?” I asked my mother,
“What for?” she replied. “All the girls in our community stay at home, why do you want to go to school? It’s a boy’s thing”
“Please please, tell dad to take me to school” I pleaded
Coz she knew I was born to lead.

“What will it hurt?” said my father,
“Let her have a little fun,
Let her go to school, after all it’s free education.
I will marry her off after class eight,
I am sure an educated girl is worth more.”
I went to school knowing they sky was the limit.
I had in mind I was born to lead.

In school I did well,
I excelled in all the subjects,
I beat all the boys and became the talk of the village
Then I passed my KCPE with flying colours,
“Let her go to secondary school” everybody said,

I was happy, I knew I was born to lead.

Finally, the KCSE results were out,
The radio, TV and newspapers couldn't just keep it a secret,
A girl has lead them all, was the news headlines.
My mother was excited, my father elated,
But I was not surprised
Coz I knew I was born to lead.

And when I came back from the university
The whole village came to welcome me.
Then it dawned to my father that the bride price had turned into a leader,
And his song hit him again,
“Who is man enough to come for my daughter?”
But in my heart I knew though a woman I was;
A leader I was too. What about you?

This mode of celebrating Universal Children's Day was the first of its kind in the area and gave the messages of children's rights and the importance of parental involvement in early childhood development broad coverage. The messages reached the government officials and community leaders who were present and interested in learning about and addressing children's issues and bringing them to the forefront of policy debate and decision making.

Near the end of the day, Member of Parliament for Malindi, Mr. Lucas Maitha, spoke of his response to the day. He voiced concern that the government has ignored ECD issues and lacks a policy, particularly needed since FPE. He expressed an interest in being further educated and pledged to champion early childhood development in Parliament. He congratulated the organizers for providing an excellent opportunity for mass education on issues that affect children and requested that similar mass campaigns be held in other areas.

Annex 6: Other documents available upon request

Action research:

- Rapid Assessment of the Status of Pre-primary and Lower Primary Education in the North Eastern Province with a Focus on Garissa District
- Report on Study of Large Classes: Identifying and Supporting Effective Methods of Enhancing Teaching/Learning in Large Classes
- Impact of Free Primary Education on ECD in the Coast Province

i. Training resources:

- Transition Workshop Report
- Tolerance Workshop Report
- Step-by-step Guide for Teaching Large Classes in Kenyan Primary Schools (Draft)
- School Management Committee (SMC) Training Manual (Draft)

ii. Program, monitoring and evaluation:

- Tolerance Classroom Observation Checklist
- Transition Teacher Observation Checklist

iii. Other:

- Education in Pastoralist Communities (literature review)
- Annotated Bibliography of Resources on Education in Pastoralist Communities
- Community School Development Plans
- Standard Operating Procedures for EMACK Partner Management of Small Grants Projects